

High School

Course One

Movement Skills and Movement Knowledge

Standard 1

The student will be competent in many movement activities.

Students in **high school, course one**, who meet this standard will be able to:

- Show basic competence in more than one activity from the curriculum.

The following is a task that might be used to meet the standard:

- Students will document their competence in two or more types of movement forms, such as playing a team sport using all the skills and strategies, demonstrating proficiency in a variety of swimming strokes, or creating and demonstrating a gymnastics routine. Support can be a videotape demonstrating movement proficiency, a certificate from a recognized health or sport agency (Red Cross certification, for instance), or an acceptable grade on a rubric-based skill evaluation. Students will include this documentation as part of a portfolio.

Standard 2

The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in **high school, course one**, who meet this standard will be able to:

- Identify the characteristics of highly skilled performance in a few movement forms.

- Understand the relationship between biomechanical principles and movement.
- Assess the movement skills of self and others.
- Analyze basic offensive and defensive strategies in games and sports.

The following are assignments and tasks that might be used to meet the standard:

- Students will observe a video of an elite athlete and analyze his or her movement form against a provided rubric. Using this analysis, students will compare and contrast their own movement forms.
- Students will watch an organized sporting event and analyze how the basic offensive and defensive strategies contributed to the outcome of the event.
- In cooperative groups, students will select a physical activity, analyze it for its component skills, and create a drill or modified game designed to improve that skill. For example, one group could create a drill to improve the accuracy of the underhand pass to the setter in volleyball.

Standard 3

The student will achieve and maintain a health-enhancing level of physical fitness.

Students in **high school, course one**, who meet this standard will be able to:

- Understand the physiological, psychological, and social benefits of a healthy, active lifestyle.
- Assess and analyze their personal fitness.
- Set goals to meet current health-related fitness standards.
- Apply principles of training in designing a personal fitness program.
- Participate in a variety of physical activities appropriate for enhancing physical fitness.

The following are assignments and tasks that might be used to meet the standard:

- Students will develop a personal fitness plan for a healthy lifestyle that includes an assessment of their current fitness level, goal setting, and development of an action plan for improvement. Students will document their participation in fitness-related activities showing progress toward their goals. At the end of a predetermined time, students will assess the extent to which their goals were met.
- Students will develop a chart or notebook that contains (1) a definition of physical fitness; (2) fitness components; (3) principles of

training; (4) health-risk factors; (5) benefits of exercise; and (6) exercise/activities designed to achieve and maintain fitness.

Self-image and Personal Development

Standard 4 The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in **high school, course one**, who meet this standard will be able to:

- Analyze and compare health and fitness benefits derived from various physical activities.
- Identify the ways in which physical activity can provide opportunities for positive social interaction and enjoyment.
- Participate in a variety of physical activities in order to achieve personal goals.

The following are assignments and tasks that might be used to meet the standard:

- Students will select and participate in a health-enhancing physical activity outside the classroom setting. They will keep logs showing participation time, cost, facilities used, equipment required, personnel involved, and other related factors influencing their ability to participate.
- Students will write an essay or prepare an audiotape identifying and reflecting on personal benefits and feelings that result from participating in a favorite physical activity.

Standard 5 The student will demonstrate responsible personal behavior while participating in movement activities.

Students in **high school, course one**, who meet this standard will be able to:

- Act independently of peer pressure.
- Explain why and how rules make participation in physical activity safe.
- Apply safe practices, rules, and procedures in all physical activity settings.
- Demonstrate good sportsmanship.

The following are assignments and tasks that might be used to meet the standard:

- Students and teacher will discuss and brainstorm agreements they feel will ensure a safe, risk-free class environment. The list of agreements may include etiquette, ways of interacting, safety, care of facilities and equipment, and student expectations of the teacher.
- Students will take a written test that focuses on safety rules and procedures for in-class activities.
- Students will evaluate their own sportsmanship. They will each write an essay discussing when they demonstrate good or poor sportsmanship, including the factors which contribute to that behavior.

Social Development

Standard 6

The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Students in **high school, course one**, who meet this standard will be able to:

- Resolve conflicts in appropriate ways.
- Participate in peer coaching for development of physical education skills and knowledge.
- Participate in activities representing different cultural backgrounds.

The following are assignments and tasks that might be used to meet the standard:

- Students will observe a peer mediation session. Based upon their observation, the students will prepare reports describing the incident that led to the mediation and discuss their reactions to the mediation session. In addition, students will brainstorm possible solutions to the problem.
- Students will work cooperatively to teach a dance or game significant to their culture. The students will compare this movement with similar movements in familiar physical activities.
- Students will research and learn popular games or skills and then teach these activities to young children at activity centers or elementary schools.

Standard 7

The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Students in **high school, course one**, who meet this standard will be able to:

- Describe events in history that have had an impact on current physical education programs, sports, and career opportunities.
- Demonstrate an understanding of how sport and dance influence American culture.
- Understand the historical trends in fitness participation and activities.

The following is a task that might be used to meet the standard:

- Students will describe the impact that television has had on competitive sports over the past three decades. This assignment can be in the form of a video, oral, or written presentation.